

ABSTRACT

DWIKI DHARMAWAN (2018): TEACHING ENGLISH TO YOUNG LEARNERS USING PINKFONG VIDEO TO IMPROVE STUDENTS VOCABULARY. (A Pre-Experimental Study at the Third Grade Students of SDN 01 Pagi Jakarta Selatan).

Vocabulary is one of the fundamental elements that students should master in order to speak fluently. Teaching vocabulary to young learners is not simple. The teachers should consider the characteristic of young learners who have different characteristics from adult learners. After knowing the characteristic of young learners, using suitable media can make an effective instructional process and help the English teacher to make students more active in a teaching learning process.

This research was intended to investigate the use of Pinkfong animation video. This research also investigates how the improvement of students' vocabulary throughout Pinkfong video. Therefore, this research intends to achieve the following objectives: (1) To uncover students' vocabulary before implementing animation video (2) To find out students' vocabulary after implementation animation video (3) To reveal how significant is the improvement of animation video in students' vocabulary.

This research used a quantitative method with the pre-experimental approach. This research was implemented in several steps: pretest, treatments, and posttest. The researcher conducted treatment at in the third grade of SDN 01 Pagi. There were 31 students as the research sample. The students were taught by using Pinkfong animation video in an instructional process. Pretest and posttest were conducted to collect the data. It was aimed to find out the significant improvement in students' vocabulary mastery by using Pinkfong animation video. Statistical calculation was conducted in the research to analyze the data. By using SPSS for windows to test the normality. The normality test used Shapiro Wilk and the rest of the statistical calculation the researcher used manual calculation.

The findings show that students' vocabulary get increased by using Pinkfong animation video. It can be seen from the average score. the score test before using animation video which is 45.80, meaning low category. Meanwhile, the result of the score test after using animation video is mean scores 74.51, high category. Therefore, the increased score from pretest to posttest was 28.71. Moreover, from the significance the t_{count} (21.57) was higher than t_{table} (2.04). It is concluded that there was significant improvement in using animation video as a treatment in the experimental class on students' vocabulary mastery.